



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
FEDERAL GRANTS MANAGEMENT

**CONSOLIDATED FEDERAL PROGRAMS SELF- MONITORING CHECKLIST**

**2005 - 2006 School Year**

School District \_\_\_\_\_ County-District Code \_\_\_\_\_  
Federal Programs Coordinator \_\_\_\_\_ Date of MSIP review \_\_\_\_\_

Districts scheduled for an MSIP review during the 2005-2006 school year must complete this form and send it to  
Federal Grants Management, PO Box 480, Jefferson City, MO 65102-0480.

**MUST BE POSTMARKED BY FRIDAY, SEPTEMBER 16, 2005**

**Directions**

1. Respond to each of the following monitoring requirements by placing an appropriate code (*see below*) on the line to the left of the item. **Responses are required for each lettered item**, and documentation proving compliance must be kept on file at the district.
2. Place a checkmark in all appropriate boxes under Evidence Sources to indicate the type of supporting documentation you have available. The documentation of evidence sources must be on file at the district for possible review during MSIP. Do not send copies of evidence sources to Federal Grants Management.
3. If you have any questions, call or email your Grants Management Supervisor for assistance.
4. For sample forms, program guidance, and other information, visit <http://dese.mo.gov/divimprove/fedprog/>

**Code Key**

- DC** = District Compliant: A review indicates compliance. **When using this code, the district must have the documentation readily available for review by Federal Grants Management**, if requested.
- DR** = District Resolving: A review indicates a compliance discrepancy. When using this code, use the comment section on page 10 to explain how the district intends to resolve the discrepancy and the intended time frame for completion.
- DA** = District Assistance: The district requests assistance. A supervisor from Federal Grants Management will contact the district to arrange for assistance.
- NA** = Not Applicable to this district.

**Assurances**

The authorized representative assures the Department of Elementary and Secondary Education that the district shall:

1. Receive and expend federal funds in a manner consistent with the intent of the approved application.
2. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide the Department of Elementary and Secondary Education any information it may need to carry out its responsibilities under the programs.
3. Adhere to the requirements of the applicable federal statutes and regulations, the state rules governing the programs, and all other applicable statutes, including: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendment of 1972; Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Gun-Free Schools Certification.

The board-authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to the Department of Elementary and Secondary Education the amount of any funds made available to the applicant that may be determined by the Department, or an Auditor representing the Department, to have been misspent or otherwise misapplied.

\_\_\_\_\_  
Authorized Representative

\_\_\_\_\_  
Date

**KEY:****DC = District Compliant****DR = District Resolving (details required)****DA = District Assistance****NA = Not Applicable to this district****General Provisions****1. Complaint Procedures for Federal Programs** (see *DESE's sample on the web*)

- a. \_\_\_\_\_ The district routinely disseminates to parents a copy of its complaint procedures for federal programs.

**Evidence Sources:**

- ☐ Newspaper  
☐ Student Handbooks  
☐ Newsletters

**2. Nonpublic Participation** (see *Administrative Manual – July 2005*, pp. 17-18 and 23-24)

- a. \_\_\_\_\_ The district conducts timely consultation with nonpublic school officials in the project planning stages for Titles I, II, A, III, and IV. A.

**Evidence Source:**

- ☐ Completed *Public/Private Design for Educational Service*. Required signatures are dated prior to substantial approval of the federal programs application.  
☐ Completed Nonpublic Participation Forms for Titles I, II.A, III, & IV.A  
☐ Documentation of meetings with nonpublic school officials

- b. \_\_\_\_\_ The district expends or protects sufficient project funds for equitable services to eligible nonpublic schools.

**Evidence Sources:**

- ☐ Title I Breakdown of Allocation  
☐ Budgets for Titles I, II. A, III, IV. A, reflect appropriate amounts for proposed nonpublic expenditures.

**3. Obligation of Funds** (see *Administrative Manual – July 2005*, p. 12)

- a. \_\_\_\_\_ The district provides documentation that funds are obligated (purchase orders made or services contracted) only between the time of project approval and the end of the grant period.

- b. \_\_\_\_\_ Application Approval Date for 2005-2006 School Year (see Internet Application) \_\_\_\_\_

Title I First Obligation Date \_\_\_\_\_

Title I. C Migrant Ed. First Obligation Date \_\_\_\_\_

Title II. A First Obligation Date \_\_\_\_\_

Title II. D First Obligation Date \_\_\_\_\_

Title III First Obligation Date \_\_\_\_\_

Title IV. A First Obligation Date \_\_\_\_\_

Title V First Obligation Date \_\_\_\_\_

Title VI. B Subpart 2 First Obligation Date \_\_\_\_\_

**4. Accounting Requirements** (see *Administrative Manual – July 2005*, p. 14)

- a. \_\_\_\_\_ Obligations and expenditures of state and federal funds are recorded separately by program.

**5. Documentation Related to Payment of District Staff** (see *Administrative Manual – July 2005*, p. 16)

- a. \_\_\_\_\_ The Core Data Program Code and caseloads are correct for FTEs and consistent with the application.

- b. \_\_\_\_\_ There is documentation of time for partial FTEs, including those funded through Administrative Pool.

**Evidence Sources:**

- ☐ Time and effort logs  
☐ Work schedules

- c. \_\_\_\_\_ For stipends and out-of-contract time paid, including Administrative Pool, the district maintains supporting records.

**Evidence Sources:**

- ☐ Workshop sign-in sheets  
☐ Time and effort logs

- d. \_\_\_\_\_ The district biannually certifies that all full-time staff funded from a single federal funding source or from an established funding pool (such as the administrative pool) are conducting activities consistent with the purposes of the funding source(s).

**Evidence Source:**

- ☐ Single Funding Certification form(s) completed and on file in the district (for Schoolwide programs with combined funds: a list of building staff signed by the building principal)

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- a. \_\_\_\_\_ A centralized inventory control system, including all required components, accounts for all equipment purchased with federal dollars.
- b. \_\_\_\_\_ Capital outlay purchases are consistent with the application.
- c. \_\_\_\_\_ District labels all inventory items purchased with federal funds (program name and date of purchase).

**7. Board-approved District Comprehensive School Improvement Plan (CSIP)** (see *Administrative Manual – July 2005*, p. 9)

- a. \_\_\_\_\_ The activities of all federal programs are reflected in the board-approved CSIP. The district indicates the source of federal funding, whether in whole or in part, as applicable, for each relevant action step.

**Evidence Sources:**

- |                                      |  |                                      |
|--------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Title I     | <input type="checkbox"/> Title III             | <input type="checkbox"/> SRSA (REAP) |
| <input type="checkbox"/> Title I. C  | <input type="checkbox"/> Title IV. A           |                                      |
| <input type="checkbox"/> Title II. A | <input type="checkbox"/> Title V               |                                      |
| <input type="checkbox"/> Title II. D | <input type="checkbox"/> Title VI. B Subpart 2 |                                      |

**8. Reporting Requirements**

- a. \_\_\_\_\_ All items required by federal legislation are reported to the public.

**Evidence Sources:**

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> District Report Card | <input type="checkbox"/> Newsletters  |
| <input type="checkbox"/> Newspaper articles   | <input type="checkbox"/> Other: _____ |

**Title I. A: Improving the Academic Achievement of the Disadvantaged****1. LEA Plan** (see *Administrative Manual – July 2005*, p. 20)

- a. \_\_\_\_\_ The district has an approved LEA Plan and implements activities according to the plan.
- b. \_\_\_\_\_ The plan has been revised to indicate changes, as needed.

**Evidence Sources:**

- ☐ LEA Plan (and any revisions)
- ☐ Notes from planning sessions addressing needs assessment and goal setting

**2. Schoolwide Planning** (see *Administrative Manual – July 2005*, pp. 27-29)

- a. \_\_\_\_\_ Each building with a schoolwide plan implements the activities contained in the plan.
- b. \_\_\_\_\_ Any changes have been amended into the plan.
- c. \_\_\_\_\_ (If applicable) Schoolwide buildings with significant number of students from other language backgrounds have made the plan available to parents of such students in the parents' primary language.

**3. Student Eligibility in Targeted Assistance Programs** (see *Administrative Manual – July 2005*, pp. 24-26)

- a. \_\_\_\_\_ Student eligibility is determined by multiple, educationally-related, objective criteria. (Criteria in preschool through grade two programs must consist solely of teacher recommendation, parental interviews, developmentally appropriate measures, or other similar criteria).
- b. \_\_\_\_\_ Master lists of eligible students are available that indicate which students have been selected to participate; the criteria used for selection, weighting of criteria, and appropriate overall cut-off score.
- c. \_\_\_\_\_ Migrant or Limited English Proficient (LEP) children have been identified for services on the same basis as other children.

**4. Annual Evaluation Process** (see *Administrative Manual – July 2005*, p. 41)

The district conducts an annual review of the Title I-funded activities.

- |   |   |
|---|---|
| a. _____ Appropriate representation of school personnel | f. _____ Review of program strengths and weaknesses   |
| b. _____ Agenda   | g. _____ Documentation of recommendations and revisions                                     |
| c. _____ Sign-in sheet from attendees                   | h. _____ Buildings have been notified regarding their Adequate Yearly Progress (AYP) status |
| d. _____ Review of student achievement data             |   |
| e. _____ Review of parents' evaluations                 |   |

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**5. Coordination** (see *Administrative Manual – July 2005*, p. 30)

Written documentation indicates that coordination occurs between Title I teachers and classroom teachers through:

- a. \_\_\_\_\_ Shared instructional objectives.
- b. \_\_\_\_\_ One or more of the following: joint planning time, shared lesson plans, quarterly objective sheets, individual student plans, Comprehensive School Improvement Plan (CSIP) or Schoolwide Plan.
- c. \_\_\_\_\_ Evidence to demonstrate coordination among teachers in Migrant Education, LEP, Homeless, Neglected, and Delinquent services.

**6. Parents Right to Know** (see *Administrative Manual – July 2005*, p. pp. 36-37)

- a. \_\_\_\_\_ Parents of each student attending a school receiving Title I funds have been notified that they may request information regarding the professional qualifications of the student's classroom teachers.

**Evidence Sources:** ☐ Newsletters ☐ Handbooks

- b. \_\_\_\_\_ Parents have been notified when their child's teacher is not properly certified for that class or has been taught four or more consecutive weeks by a teacher who is not fully or properly certified for that class.

**Evidence Source:** ☐ Letter(s) notifying parents

**7. District-Level Parent Involvement Policy** (see *Administrative Manual – July 2005*, p. 38)

- a. \_\_\_\_\_ The district has a parent involvement policy, and activities are conducted consistent with the policy.
- b. \_\_\_\_\_ For districts with allocations over \$500,000, one percent of the allocation is budgeted for parent involvement.

**8. Building-Level Parent Involvement Plan** (see *Administrative Manual – July 2005*, pp. 38-40)

Each building receiving Title I funds must have a plan for parent involvement that includes:

- a. \_\_\_\_\_ Strategies for involvement
- b. \_\_\_\_\_ Description of how the school compact was developed and its purpose
- c. \_\_\_\_\_ Strategies for shared responsibility for high student academic achievement
- d. \_\_\_\_\_ Expanding opportunities for parent involvement
- e. \_\_\_\_\_ Buildings with significant numbers of students from language backgrounds other than English have made the plan available to parents of such students in the parents' primary language.

**9. Building-Level Implementation of Parent Involvement Plan** (see *Administrative Manual – July 2005*, p. 38)

- a. \_\_\_\_\_ The district is using one percent of its allocation for parent involvement (if applicable, see 7. b).
- b. \_\_\_\_\_ The parent involvement plan and parent-school compacts are disseminated.
- c. \_\_\_\_\_ Parent meetings, activities, and/or workshops are held, with sign-in sheets for each event.

**Evidence Sources:**

- |  |   |
|--|---|
| <input type="checkbox"/> Agendas, minutes of meetings                      | <input type="checkbox"/> Parent survey      |
| <input type="checkbox"/> Completed sign-in forms                           | <input type="checkbox"/> News reports, etc. |
| <input type="checkbox"/> Copies of correspondence to parents, flyers, etc. |   |

**10. Personnel** (see *Administrative Manual – July 2005*, pp. 33 - 36)

The district provides evidence that:

- a. \_\_\_\_\_ Proper credentials and certificates are on file with the district.
- b. \_\_\_\_\_ Caseloads as listed on class rosters are appropriate for instructional staff.
- c. \_\_\_\_\_ Teachers and paraprofessionals' schedules reflect the number of appropriate instructional minutes for staff and students.
- d. \_\_\_\_\_ Building Principal(s) certifies that building staff are highly qualified and/or lists exceptions

**11. Breakdown of Allocation** (see *Administrative Manual – July 2005*, pp. 20 - 21)

The district provides evidence that each eligible building receives the allocated amount of funds and in the order indicated on the approved Breakdown of Allocation (BOA).

- a. \_\_\_\_\_ Current building-level budgets and expenditures correspond to BOA.

**Evidence Source:**

- ☐ Bookkeeping record of related expenditures

- b. \_\_\_\_\_ For districts with allocations over \$500,000, one percent of the allocation is budgeted for parent involvement.

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**12. Targeted Usage** (see *Administrative Manual – July 2005*, p. 27)

Materials, equipment, and facilities funded by Title I are used according to regulations and guidelines.

- a. \_\_\_\_\_ In a Targeted Assistance program, Title I-funded materials and facilities are used only by participating students.

**13. Preschool Education Programs** (see *Administrative Manual – July 2005*, pp.30 – 33)

- a. \_\_\_\_\_ District follows one of the recommended models for its Title I-funded preschool. Check model being used:

- ☐ Head Start Education and Early Childhood Development Standards  
☐ Project Construct Curriculum Model  
☐ High/Scope Curriculum Model  
☐ Creative Curriculum Model

**14. Neglected and Delinquent Institutions** (see *Administrative Manual – July 2005*, pp. 51-53)

- a. \_\_\_\_\_ The district's application for Neglected or Delinquent funds is on file and describes the program to be implemented along with relevant formal agreements between the district and institutions to be served.

**Evidence Sources:**

- ☐ Part 1-A Neglected School Children form  
☐ Part 1-D Delinquent Institution Program Assurance form  
☐ Part 1-D Delinquent Institution Program Plan

**15. Buildings in Title I. A School Improvement** (see *Administrative Manual – July 2005*, pp. 41 - 42)

- a. \_\_\_\_\_ The district can demonstrate that at least 10 percent of the building's allocation has been allocated for professional development following a building's failure to make Adequate Yearly Progress (AYP) and its identification for School Improvement. **Funding must address the area(s) in which each building has been found to be deficient.**

**Evidence Sources:**

- ☐ BOA and Title I application  
☐ Inservice sign-in sheets  
☐ Records of expenditures

- b. \_\_\_\_\_ The district has notified parents of their school choice option and School Improvement status.

**Evidence Source:**

- ☐ Letter to parents

- c. \_\_\_\_\_ The district has notified parents of their Supplemental Educational Services options (for buildings in second year of improvement and each subsequent year).

**Evidence Source:**

- ☐ Letter to parents

**Title I. C: Migrant Education Program**

**1. Eligibility** (see *Administrative Manual – July 2005*, p. 45)

- a. \_\_\_\_\_ Priority for services is given to migrant children most at risk of failing to meet the Show-Me Standards and whose education has been interrupted during the regular year.

**2. Parent Involvement** (see *Administrative Manual – July 2005*, pp. 49 – 50)

- a. \_\_\_\_\_ The district provides documentation of appropriate consultation with a Parent Advisory Council in the planning, implementation, and evaluation of the migrant project.  
b. \_\_\_\_\_ The district involves migrant parents in policy development, parent-school compacts, and capacity building activities.  
c. \_\_\_\_\_ The district provides evidence that information is provided in a language and form that parents understand.

**Evidence Sources:**

- ☐ Meeting minutes  
☐ Sign-in sheets from policy, planning, and capacity building meetings  
☐ Flyers, announcements, letters to parents in their native language (if appropriate)

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## Title II. A: Teacher and Principal Training and Recruiting

**1. Implementation** (see *Administrative Manual – July 2005*, p. 56 – 57)

- a. \_\_\_\_\_ Use of funds is consistent with program guidelines, application budget, and CSIP to increase academic student achievement by improving teacher and principal quality through high quality professional development and to increase the number of highly qualified teachers and principals.

**2. Professional Development Needs Assessment** (see *Administrative Manual – July 2005*, pp. 56 – 57)

The district maintains documentation that:

- a. \_\_\_\_\_ A needs assessment for professional development was conducted within the last three years with input from public and nonpublic staff, including Title I-funded teachers.
- b. \_\_\_\_\_ Professional development decisions were based on student achievement data.
- c. \_\_\_\_\_ A CSIP/district professional development plan reflects the needs assessment findings.

**Evidence Sources:**

- ☐ Educator surveys results
- ☐ Minutes of professional development committee meetings
- ☐ Administrator assessments of teacher performance
- ☐ Other student data

**3. Hiring Highly Qualified Teachers** (see *Administrative Manual – July 2005*, p. 57)

All teachers employed by the district are properly certified for their grade level/subject area.

- a. \_\_\_\_\_ The district has hired additional teachers to reduce class size.
- b. \_\_\_\_\_ The district has hired additional teachers for core academic subjects.

**Evidence Sources:**

- ☐ Proper credentials and certificates are on file
- ☐ Board minutes or other report of student-teacher ratios and achievement data

**4. Nonpublic Participation** (see General Provisions, item 2)

## Title II. D: Enhancing Education Through Technology

**1. Professional Development** (see *Administrative Manual – July 2005*, p. 59)

- a. \_\_\_\_\_ The district can demonstrate that it has spent at least 25 percent of the total funds available for professional development that addresses the use of technology in instruction.

**Evidence Sources:** ☐ Sign-in sheets from trainings ☐ List of expenditures

## Title III: Instruction for Limited English Proficient and Immigrant Students

**1. Implementation** (see *Administrative Manual – July 2005*, pp. 61-68)

- a. \_\_\_\_\_ Use of funds is consistent with program guidelines, application budget, and CSIP to meet the guidelines of the program.

**2. LEP Census** (see *Administrative Manual – July 2005*, p. 61)

- a. \_\_\_\_\_ Districts are required each October to complete and submit online to DESE the LEP Census. Districts are also required to submit information regarding the number of immigrant students. These reported enrollment numbers are used in the Title III allocation formula.

**Evidence Source:**

- ☐ LEP Census data

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- a. \_\_\_\_\_ Any school aged child residing within the boundaries of a school district is eligible to attend the appropriate local school. A school district may require only two kinds of information for enrollment, (A) proof of residency in the district (not in the U.S.), including legal guardianship for students under the age of 18, or (B) proof of required vaccinations.

**Evidence Source:**

- ☐ Student Enrollment forms

**4. Personnel** (see *Administrative Manual – July 2005*, p.66-67)

- a. \_\_\_\_\_ Teachers in any Title III language instructional program are fluent in English and any other languages used for instruction, and have good written and oral communication skills.

**Evidence Source:**

- ☐ Signed statement from building principal certifying that teacher is fluent in English and any other language used for instruction

**5. Parent Notification** (see *Administrative Manual – July 2005*, p. 65)

- a. \_\_\_\_\_ The district has notified parents of a limited English proficient child within 30 days after the beginning of a school year (two weeks for a child entering school after the year has started) of the reason their child has been identified to participate in an LEP program, specifics of the program, and parents' rights.
- b. \_\_\_\_\_ Information presented to parents is provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

**Evidence Sources:**

- ☐ Examples of notification to parents
- ☐ List of participating students

**6. Parent Recommendations** (see *Administrative Manual – July 2005*, p.

- a. \_\_\_\_\_ Administrators, Title I teachers, and LEP teachers meet at least annually to consider and respond to parent recommendations.

**Evidence Sources:**

- ☐ Meeting agendas and minutes of meetings
- ☐ List of attendees

**7. Nonpublic Participation** (see General Provisions, item 2)**Title IV. A: Safe and Drug-Free Schools and Communities****1. Implementation** (see *Administrative Manual – July 2005*, pp. 70 - 74)

- a. \_\_\_\_\_ Use of funds is consistent with program guidelines, application budget, and CSIP to meet the guidelines of the program.

**2. Consultation** (see *Administrative Manual – July 2005*, p. 70)

- a. \_\_\_\_\_ The district provides evidence of ongoing consultation with State and local government representatives, representatives of schools to be served (including nonpublic), teachers and other staff, parents, students, community-based organizations, and others with relevant expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals) regarding how best to coordinate activities with other related strategies, programs, and activities being conducted in the community.

**Evidence Sources:**

- ☐ Dated agendas
- ☐ Meeting sign-in sheets indicating group affiliation
- ☐ Written recommendations (minutes from meetings)
- ☐ Dissemination of drug use and violence prevention information through pamphlets, brochures, etc.

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**3. Activities Development and Assessment** (see *Administrative Manual – July 2005*, p. 70)

- a. \_\_\_\_\_ The district biennially conducts and analyzes the Safe and Drug-Free Schools and Communities (SDFSC) survey and/or alternative data.
- b. \_\_\_\_\_ The district and its advisory group annually evaluate the overall effectiveness of the Title IV. A activities as related to the six Principles of Effectiveness from the United States Department of Education.
- c. \_\_\_\_\_ Title IV. A funded activities are based on drug and violence assessment results and the six Principles of Effectiveness.

**Evidence Sources:**

- ☐ Survey Results
- ☐ Discipline and expulsion data
- ☐ Advisory Council meeting minutes

**4. Activity Implementation** (see *Administrative Manual – July 2005*, p. 73)

- a. \_\_\_\_\_ No more than 40 percent of the district's Title IV. A funds are being used for security personnel, of which no more than half is used for other security purposes (equipment).
- b. \_\_\_\_\_ Purchases relate to allowable uses and follow the guidance of the Principles of Effectiveness. (No purchase of give-away items.)

**5. Parent/Community Involvement** (see *Administrative Manual – July 2005*, p. 70)

- a. \_\_\_\_\_ The district includes activities to facilitate input from parents and involve parents and community.

**Evidence Sources:**

- ☐ Parent education training/workshops/in-service/classes
- ☐ Letters to parents
- ☐ Schedules of parent education activities
- ☐ Flyers
- ☐ Sign-in sheets from parent education activities
- ☐ Media announcements, articles
- ☐ Questionnaires or surveys from parents and/or the community

**6. Public Reporting** (see *Administrative Manual*, - July 2005 p. 74):

- a. \_\_\_\_\_ The district makes available to the public a report of its progress toward attaining the objectives specified in the CSIP.

**Evidence Sources:**

- ☐ Letters to parents
- ☐ Information in school newspaper
- ☐ Other: Please describe: \_\_\_\_\_

**7. Nonpublic Participation** (see General Provisions, item 2)



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### Title V. A: Innovative Programs

**1. Systematic Consultation** (see *Administrative Manual – July 2005*, p. 77)

- a. \_\_\_\_\_ The district has consulted with parents and appropriate district staff in a needs assessment and planning for effective use of funds.

**Evidence Sources:**

- ☐ Agenda for meeting  
☐ Meeting sign-in sheets indicating person's role or title  
☐ Written recommendations (in meeting minutes)

**2. Annual Evaluation** (see *Administrative Manual – July 2005*, p. 77)

- a. \_\_\_\_\_ The district conducts an annual review that includes use of funds, students served, program strengths and weaknesses, and how student academic achievement was affected. The evaluation is used to make decisions about changes for use of funds for the next school year.

**Evidence Sources:**

- ☐ Agenda, meeting minutes  
☐ Usage records  
☐ Survey or other documentation

### Title VI. Part B: Rural Low Income

**1. Implementation** (see *Administrative Manual – July 2005*, p. 79)

- a. \_\_\_\_\_ Use of funds is consistent with program guidelines, application budget, and CSIP to increase student achievement, reduce dropout rate, or attain other school improvement goals.

**Evidence Sources:**

- ☐ CSIP  
☐ Record of expenditures

### Title VI.B Rural Education Initiative/Rural Education Achievement Program (REAP)

**1. Implementation** (see *Administrative Manual – July 2005*, p. 79)

- a. \_\_\_\_\_ Funds are used within the Federal program's guidelines and are noted in the district CSIP.

**Evidence Sources:**

- ☐ CSIP  
☐ Record of expenditures

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**Comments for items indicated “DR” – Please include plan and time frame for resolution, and indicated programs and items not yet resolved:**